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Pedagogical Competence: Effective Communication of Students of Primary School Teacher Education of Universitas Terbuka in Palembang

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Abstrak

Guru adalah pihak yang bertanggung jawab atas berlangsungnya komunikasi efektif dalam pembelajaran, sehingga guru dituntut memiliki kemampuan berkomunikasi yang baik dengan siswa agar menghasilkan proses pembelajaran yang efektif. Guru dalam penelitian ini adalah mahasiswa PGSD yang telah bekerja sebagai guru (in-service training) atau tenaga pendidik. Penelitian ini bertujuan mengetahui bagaimana kompetensi guru dalam berkomunikasi efektif dengan siswa. Metode Penelitian yang digunakan adalah metode penelitian campuran (Survei dan Kualitatif Tematik). Hasilnya tingkat kompetensi komunikasi efektif mahasiswa PGSD UT yang juga sebagai guru SD di Kota Palembang di bawah standar yang sudah ditetapkan oleh Kementerian Pendidikan dan Kebudayaan (Kemendikbud) dengan demikian dirumuskan beberapa gagasan dalam Forum Group Discussion (FGD) yaitu perlunya program pelatihan yang komprehensif dan berkesinambungan dari instansi terkait, perlunya buku suplemen guru, dan perlu diperbanyak penelitian tindakan tentang komunikasi efektif guru. Beberapa indikator yang disepakati untuk komunikasi efektif untuk guru adalah (1) Pentingnya komunikasi dengan siswa. (2) Kompetensi dan kinerja guru dalam komunikasi dengan siswa. (3) Komunikasi dengan siswa dalam pendidikan. (4) Komunikasi yang efektif dengan siswa. (5) Strategi komunikasi efektif dengan siswa. (6) Hambatan Komunikasi dengan siswa dalam Pendidikan. (7) Strategi pembelajaran yang dapat membangun komunikasi dan kerja sama antarsiswa. (8) Komunikasi dengan siswa dalam pembelajaran sebagai interaksi edukatif. Indikator tersebut selanjutnya akan dijadikan sebagai acuan dalam mengembangkan modul untuk perbaikan program pembelajaran di Universitas Terbuka.

Kata Kunci: Komunikasi, Efektif, PGSD

Abstract

The teacher is the party who is responsible for the continuity of effective communication in learning so the teachers are urged to have a good communicative competence with students to obtain an effective learning process. In this study, the teachers are students of primary school teacher education who has worked as a teacher (in-service training) or educator. This study is aimed to know how the competence of teachers in communicating effectively to the students. The research method used is mix research method (Survey and Thematic Qualitative). As a result, the level of effective communicative competence of students of primary school teacher education of UT who are also as teachers of primary school in Palembang is under the standard determined by The Ministry of Education and Culture (Kemendikbud). Hence, some ideas are formulated in Forum Group Discussion (FGD) namely the need for a comprehensive training program and are continuously from the related institution, need of teacher's supplementary book, and need of more action research on effective communication of teacher. Some indicators agreed for effective communication for the teachers are (1) the importance of communication with students. (2) Competence and performance of the teachers in communicating with the students. (3) Communication with the students in education. (4) Effective communication with the students. (5) Effective communication with students. (6) Obstacles in communication among the students in education. (7) Learning strategy that can build communication and cooperation among the students. (8) Communication with students in learning as educative interaction. The indicator will further be a reference in developing a module to improve the learning program in Universitas Terbuka.

Keywords: Communication, Effective, Primary School Teacher Education

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INTRODUCTION

Pedagogical competence can increase the quality of a school by determining the appropriate strategy (Atika Tyagita & Ade Iriani, 2018). The appropriate strategy can be made by defining the problem appropriately. Pedagogical competence can also increase the process and result of educative learning (Othman, 2011). The result of the study describes that educative and fun learning comes from the teachers who mastered the theory and are creative in teacher competence; one of them is pedagogical competence.

The pedagogical concept is an idea which colors on how the basic principles work and how to do educative actions that should be accounted for, in line with the principles of development of human nature and the future of human life. Marsh stated that what we should do in educating. It strengthens our mind, that in educating the nation's child, it is not what we can do, but how we should do maximally. Hence, the pedagogical concept gives a strong foundation in preparing the candidates of the educator to educate the nation's child in a better future (Marsh, 2010).

Following pedagogical concept, that it should guide the children in developing their personalities into psycho-physical maturity and their psychology that contain the development of dimensions of individual, social, moral and its variety (Irwantoro & Suryana, 2016). Universitas Terbuka as an educational institution that opens the chances for anyone who wants to be an educator, has a responsibility in the development of knowledge that underlies how should do and the way of doing innovatively, effectively, and strategically.

Theoretically, the pedagogical concept is very effective if it is maintained in the university environment (H.A.R. Tilaar, 2015). The university environment is the complete environment of learning even frequently called miniature of life. The pedagogical concept cannot be separated from life, even the pedagogical concept in education becomes the support in all aspects of life.

Concept declared by, that educating is an action that thinks and develop all aspects of human's life, starting from human concept, society concept, culture concept, knowledge concept, and concept of educational service that develop ideal human nature. It is in line with the concept of Langevel (Langeveld, 1970), that unravel students nature as humans, and how the educator should give the guidance that is under the nature of human development. Educating is developing the concepts of exemplary, togetherness, and wisdom.

Pedagogical concept underlies how we should design, implement, and develop the education which is based on the philosophy, culture, and norms of our nation's life in the fast era of change following the development of world civilization nowadays. This fast change is influenced by the communication technology that becomes the life need. Therefore, the life need of society nowadays is not merely on clothes, food, and residence, but also a communication tool. It also affects the role of teachers nowadays, is not only P4 (Perencanaan, Pembelajaran, Penilaian dan Pengembangan/Planning, Learning, Assessment, and Development) but also the ability to access the information through the internet communication network. The abilities need by society nowadays are not merely being able to communicate from the perspective of language, but the abilities need in a set of life need that interacts with the varied environment (Purwanto, 2016). Thus, we should develop and ensure the candidate of educators or even the educators themselves should be assisted with easy service of learning.

Here are the Pedagogical competencies of primary teachers that become a basic reference of the researchers to conduct research and a need analysis in developing the competencies of teachers that are also students of primary school teacher education (PGSD) UT Palembang.

Table 1
Pedagogical Core Competences of primary teachers

No.	Core Competences of teacher	Competences of primary teachers
1	Mastering characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects.	1.1 Understanding the characteristics of students of primary school ages related to the physical, intellectual, social-emotional, moral, and spiritual aspects, and social-cultural backgrounds. 1.2 Identifying the potential of students of primary school ages in five subjects of primary schools. 1.3 Identifying the early ability of students of primary school ages in five subjects of primary education. 1.4 Identifying the difficulty of students of primary school ages in five subjects of primary education.
2	Mastering theory of learning and the educating principles of learning.	1.5 Understanding theories of learning and the educating principles of learning related to five subjects of primary education. 1.6 Implementing the educating approaches, strategies, methods, and techniques of learning creatively in five subjects of primary education. 1.7 Implementing approaches of thematic learning, especially in the early grades of primary education.
3	Educating curriculum related to the taught subject/field of development.	3.1 Understanding the principles of curriculum development. 3.2 Determining the objectives of five subjects of primary education. 3.3 Determining the learning experiences to achieve the objectives of five subjects of primary education. 3.4 Choosing materials of five subjects of primary education related to the learning experiences and the learning objectives. 3.5 Organizing the materials of learning correctly based on the chosen approach and characteristics of students of primary school ages. 3.6 Developing the indicators and instruments of assessment.
4	Organizing the educative learning	4.1 Understanding the principles of design of the educative learning 4.2 Developing the components of the learning design. 4.3 Arranging the complete learning design, either for activities in the class, laboratory, or field. 4.4 Implementing the educative learning in the class, in the laboratory, and in the field. 4.5 Using the learning media based on the characteristics of students and five subjects of primary education to achieve the learning objectives completely. 4.6 Making a transactional decision in five subjects of primary education based on the developed situation.
5	Utilizing the information technology and the communication for the learning purpose	4.1 Utilizing the information technology and communication in learning.
6	Facilitating the potential development of students to actualize any potentials they have	6.1 Providing any activities of learning to push the students in attaining the learning achievement optimally. 6.2 Providing any activities of learning to actualize the potential of students, including their creativity.
7	Communicating effectively, emphatically, and	7.1 Understanding any strategies of communication effectively, emphatically and politely, either in spoken or written. 7.2 Communicating effectively, emphatically, and politely with the students with the special language in the learning interaction that is developed cyclic

	politely with the students	from (a) preparation of psychological condition of the students, (b) giving question or assignment as an invitation to the students to respond, (c) the response of the students, (d) the reaction of teacher to the response of students, and others.
8	Doing the assessment and evaluation of process and the learning result	<p>8.1 Understanding the principles of assessment and evaluation of process and the learning result based on the characteristics of five subjects of primary education.</p> <p>4.1 Determining important aspects of process and the result of learning to be assessed and evaluated based on the characteristics of five subjects of primary education.</p> <p>4.2 Determining the procedure of assessment and evaluation of process and result of learning.</p> <p>4.3 Developing the instrument of assessment and evaluation of process and result of learning.</p> <p>4.4 Administering the assessment of process and result of learning continuously by using any instruments.</p> <p>4.5 Analyzing the result of assessment of process and result of learning for any objectives.</p> <p>4.6 Doing evaluation of process and result of learning.</p>
9	Utilizing the result of assessment and evaluation for learning purpose	<p>9.1 Using information of result of assessment and evaluation to determine completeness of learning.</p> <p>9.2 Using information of assessment result and evaluation to design the remedial program and enrichment.</p> <p>9.3 Communicating the result of assessment and evaluation to stakeholders.</p> <p>9.4 Utilizing the information of result of assessment and evaluation of learning to increase the quality of learning.</p>
10	Doing action reflectively to increase the quality of learning.	<p>10.1 Doing reflection to the learning that has been conducted.</p> <p>10.2 Utilizing the result of reflection for the improvement and the development of five subjects of primary education.</p> <p>10.3 Conducting classroom action research to increase the quality of learning of five subjects of primary education.</p>

(Permendikbud No. 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru, 2014)

Good communication with the students is needed in education, especially in the learning process happens, without good communication (a good interaction between students and teacher), the message that becomes the objectives of education will be difficult to understand by the message receiver/ student. If the teacher cannot communicate appropriately the students will be bored easily and not enthusiastic about learning.

Communicating with the students is important for teachers in process of learning. The teachers can deliver the message, information, ideas, direction, hope, and an explanation of the learning material to the students and can motivate students and also has close relation with the students needed for the smoothness of the process of learning. Effective communication affects the learning including, motivation of students in learning, shows curiosity of students, growing the awareness of learning, increasing the spirit of learning, effective process of learning, increasing the quality of learning, increasing students' understanding (Sucia, 2017). Therefore, the teacher should be able to communicate properly and effectively with the students.

The teachers can teach, guide, give direction, train, and evaluate students with good communication with students. The teachers can influence the attitude or behavior of students to the expected aim, persuade students to be able to change the attitude and behavior, and entertain the students to avoid the feeling of bored and tired in the learning process. The teacher is the party who is responsible for the occurrence of effective communication in learning, so the teacher is urged to have the ability to communicate with the students to obtain an effective process of learning.

In the context of education, communication cannot be separated from the philosophy of a country and it

is closely related to pedagogical competence (Sprague, 2008). The teacher should pay attention to some requirements so the communication with the students can run effectively, (1) creating the ambiance of communication that is beneficial for students, (2) using the language that is easy to catch and understand by the students, (3) the delivered message can arouse attention or interest of the students, (4) message can arouse the beneficial interest of students, and (5) the message can grow the achievement of students (Irwantoro & Suryana, 2016). From those five requirements there is one should be considered thoroughly namely in the aspect of motivations; motivation of teacher or motivation of students. Research conducted by Perry den Brok, et.al. (2005) states that there are four elements of motivation, namely pleasure, relevance, confidence, and effort Clement, Dornyei & Noels, 1994; Gardner & MacIntyre, 1993; Gardner & Lambert, 1972; Khlemeier, van den Bergh & Tenisse, 1990 (in Brok, et.al. 2005)

Communication skill with the students is one of the skills that become a part of pedagogical competence and becomes an element of assessment of teacher's performance. A teacher is urged to be able to communicate effectively, emphatically, and politely with the students and communicate enthusiastically and positively. The teacher gives a complete and relevant response to the students' comments or questions. These are the indicators of competence or performance in communicating with the students, (1) Teacher uses questions to know the understanding and become the students' participation, including giving open questions that ask the students to answer by their ideas and knowledge. (2) Teacher gives attention and listens to all questions and responses of the students, without interruption, except if it is needed to help in clarifying those questions/ responses. (3) Teacher responds to students' questions appropriately, correctly, and latest, based on the learning objectives and the content of curriculum, without humiliating. (4) Teacher provides learning that can grow good cooperation among the students. (5) Teacher listens and gives attention to all students' answers either correct or considered incorrect to measure the level of students' understanding. (6) Teacher gives attention to students' questions and responds completely and it is relevant to omit confusion in the students (Kemendikbud, 2019)

The aimed teacher in this article is the students of the study program of Primary School Teacher Education (PGSD) Primary Education major (*Pendas*) Faculty of Education and Teacher Training (FKIP) Universitas Terbuka. FKIP is one of the faculties in Universitas Terbuka that provides educational services for students who have worked as teachers (*in-service training*) or other educators. Organizing education is done by long distance-learning system (*sistem belajar jarak jauh* (SBJJ)). All programs offered by FKIP-UT have got the official license from the Directorate General of Higher Education (*Dirjen Dikti*).

By the long distance-learning system, the students can learn anytime and anywhere without leaving their duties and they are urged to be able to learn autonomously. In the learning process, the students are mediated by technological devices such as printed modules, video, audio cassette, internet, computer-assisted instruction (CAI), television, and radio. The success of the study is completely determined by the students' participation and study effort. However, to assist the success of the study, FKIP-UT provides any services of learning assistance such as a face-to-face tutorial or online tutorial, counseling, and other academic guidance. Total data of the students of primary education major of UPBJJ Palembang every 17th of July 2019 via website <http://sipelapor.ut.ac.id> is 10.010 students, 1439 new students and 8571 students who re-register (Universitas Terbuka, 2019)

Based on the explanation, the researchers are interested in conducting research about the level of students' pedagogical competence of Universitas Terbuka, Primary School Teacher Education Study Program (PGSD) specifically on the competence of effective communication with the students in Palembang.

METHOD

The research method used is the mixed method, quantitative method (survey) is done by using questionnaire as research instrument done in the big and small populations, but the data investigated are the data from the sample taken from the population, so it found relative incident, distribution and relation among the

variables, sociological and psychological (McMillan & Sally Schumacher, n.d.) and qualitative method by thematic approach, according to (Boyatzis, 1998) thematic approach is the method to identify, analyze and report patterned themes in a phenomenon. The subject of research uses purposive sampling with the objective; requirement and information are based on the focus of the researcher intentionally. The number of the sample determined based on Slovin's Formula is 98 students spread out in some study groups in Universitas Terbuka and 6 teachers to be observed and Focus Group Discussion (Gravetter & Wallnau, 2017). The exploration of the data analysis model used in this research is interactive model analysis from Miles and Huberman. This analysis consists of three main components, namely data reduction, data display, and drawing conclusion (Sugiyono, 2013).

RESULT AND DISCUSSION

The data via survey to the field is done by distributing directly the questionnaire to 200 respondents who are the students of PGSD UT in Palembang by study group. Submitted data of 200 respondents that meet the criteria of information source that is relevant to the researcher's aim at 102 students, and based on statistical calculation of the number of population at 5003 students it can take sample 98 people, based on theory of Slovin. Here is the result of research of students' pedagogical competence of PGSD Universitas Terbuka in Palembang.

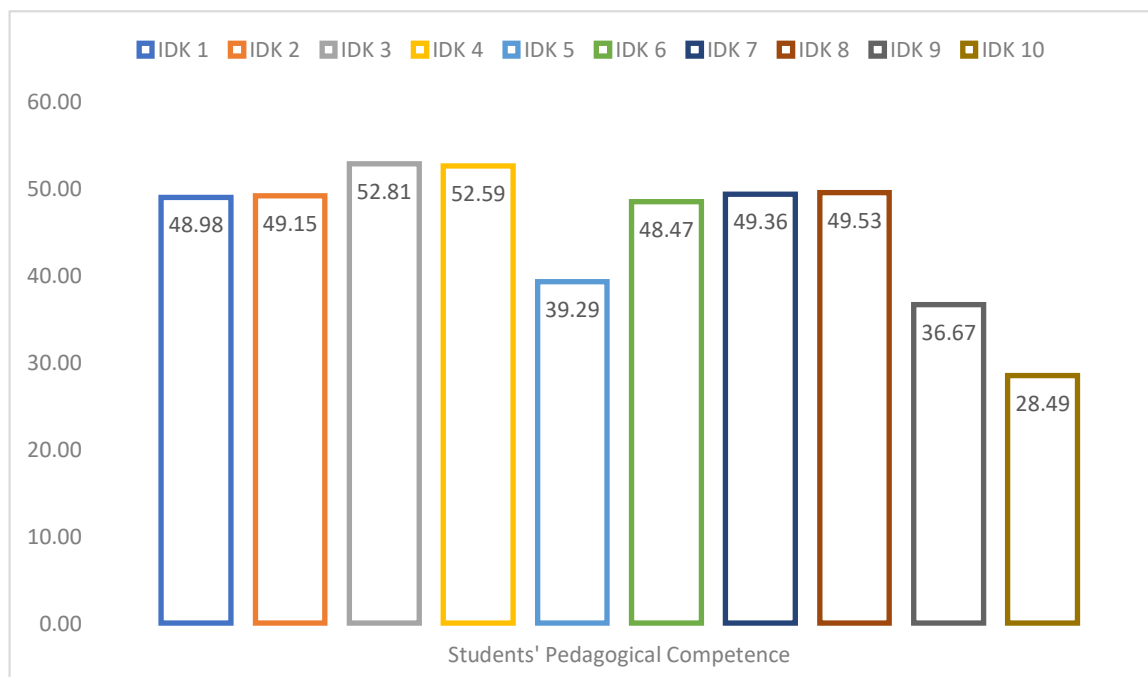


Figure 1. Result of Students' Pedagogical Competence of PGSD UT Palembang
(Saputra et al., 2019)

Details

- IDK 1 Mastering characteristics of students from the physical, moral, social, cultural, emotional, dan intellectual aspects.
- IDK 2 Mastering the educating theory of learning and principles of learning.
- IDK 3 Developing curriculum related to the taught subjects/field of study.
- IDK 4 Organizing the educative learning
- IDK 5 Utilizing the information technology and communication for the purpose of learning
- IDK 6 Facilitating development of students' potential to actualize any potentials had by the students
- IDK 7 Communicating effectively, emphatically, and politely with the students
- IDK 8 Organizing the assessment and evaluation of process and result of learning

IDK 9 Utilizing result of assessment and evaluation for the purpose of learning

IDK 10 Doing action reflectively for increasing the quality of learning.

Data in Figure 1 show that all indicators of competence are under the mean determined by stakeholders at 55,00. The mean of pedagogical competence is 45,53. That result is included in the low category. Researchers do additional acts to know the cause of low teachers' pedagogical competence, to obtain thorough information based on the determined indicators.

Table 2
Findings of Pedagogical Competence

No	Indicators	Causes
1	Mastering the characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects.	In this indicator, the difficulty faced by the teachers is that too many students monitored and observed which in the end the teacher generalizes the students' potential.
2	Mastering the educating theory of learning and principles of learning.	Teacher organizes smartly the process of learning but when it is asked or tested theoretically it does not know properly. It needs a renewal of knowledge periodically to the teacher on the development of principles of learning adjusting to the applied and contextual curriculum based on the students' potential.
3	Developing the curriculum related to the taught subject/field of development.	There is a training on development of curriculum 2013 (the newest curriculum) but the teacher complains that there is no obvious follow-up and the clear monitoring.
4	Organizing the educative learning	The aimed educative learning is adjusted to the applied curriculum, but the teacher which is very relevant to the teacher's/student's book.
5	Utilizing information technology and communication for the purpose of learning	Technology used is in the form of projector; according to the interviewed teacher, the unsmooth facilities are the problem.
6	Facilitating the development of students' potential to actualize any potentials the students have	The teacher complains about the minimum facilities such as the laboratories that support students' potential. It needs a specific teacher that is responsible in the development of students' interest and talent, it needs teacher of Guidance and Counselling in elementary school.
7	Communicating effectively, emphatically, and politely with the students	The communication developed is the communication of teachers and students, communication of transferring knowledge, not an interaction of education that is not merely knowledge but the character can be communicated appropriately. It needs special training in the effective communication, this indicator is important because it is as a tool of teacher in the learning process.
8	Doing assessment and evaluation of process and result of learning	Many students and the assessed item, the teacher has a difficulty in the complete assessment process.
9	Utilizing the result of assessment and evaluation for the purpose of learning	The assessment has not become a foundation in planning the learning, because RPP is made in the previous semester.
10	Doing action reflectively for increasing the quality of learning.	It does not get accustomed to conduct a classroom action research because there is a difference of understanding between classroom action research and report of classroom action research.

From the data mentioned previously, the researcher obtains the information that can be a basis for the development of special pedagogical competence for the teacher including the students of PGSD UT in Palembang. The teacher is indeed rich in experiences practically in the field, but it needs to be assisted by the

theory to keep in the academic corridor and can be accounted for scientifically. The old influence of teaching practically influences the pedagogical competence but not in the aspect of pedagogical knowledge. The researcher recommends the supplementary book or implementation module in theory and practice.

The lowest Pedagogical Competence: doing action reflectively for increasing the quality of learning

The teacher doing actions reflectively for increasing the quality of learning is the lowest indicator. In the indicator 10 “Doing action reflectively for increasing the quality of learning” (*Melakukan tindakan reflektif untuk peningkatan kualitas pembelajaran*) that have lowest score at 28,49. The focus of discussion in this article is the Development of Competence Topic in reflective action for increasing the quality of learning (*tindakan reflektif untuk peningkatan kualitas pembelajaran*). This problem starts from the Classroom Action Research (CAR) conducted by the teacher not as a solution for solving the problem in learning but CAR is made only for administration problem and need of promotion.

Reflection of learning will give the optimum result if the teacher can do appropriately and seriously. The teacher also needs to understand carefully the forms of reflective implementation and also to have the appropriate strategy in doing the reflection of learning. It reminds us that reflection of learning is a complex matter and it involves any aspects in the implementation. According to Schon (Saputra, 2016) there are three forms of understanding of reflection including reflection in action, reflection on action, and reflection about action.

Reflection in action is related to the process of making a decision done by the teacher when actively involved in the learning. Reflection on action is a reflection done before and after the action is done. Before the learning process, the teacher has considered appropriately, why the teacher uses a certain method or approach. The teacher has had a certain consideration on its adjustment with the context of learning. After the learning process, the teacher then does a reflection to review effectivity of the use of the method or approach implemented, what the weaknesses and strengths are. In the reflection of action, the teacher can find the weaknesses and strengths systematically and analytically (Haider et al., 2015).

Reflection about action is a relatively comprehensive reflection activity, by taking the broader and thorough perspective and critically to the practice of learning by reviewing any other aspects, such as ethic, moral, political, economic, sociological, and the others. Through this reflection, the teacher can obtain a broader understanding of the practice of learning and can improve the responsibility and accountability to the choices, and decisions made in the practice of learning.

The highest Pedagogical Competence: developing the curriculum related to the taught subjects/field of development.

The highest competence among pedagogical competences is that the teacher can develop the curriculum related to the curriculum of taught subjects/ field of competence with the score 52,81, this data is supported by the government who is incessant in organizing the socialization and training of curriculum 2013 in the level of primary school.

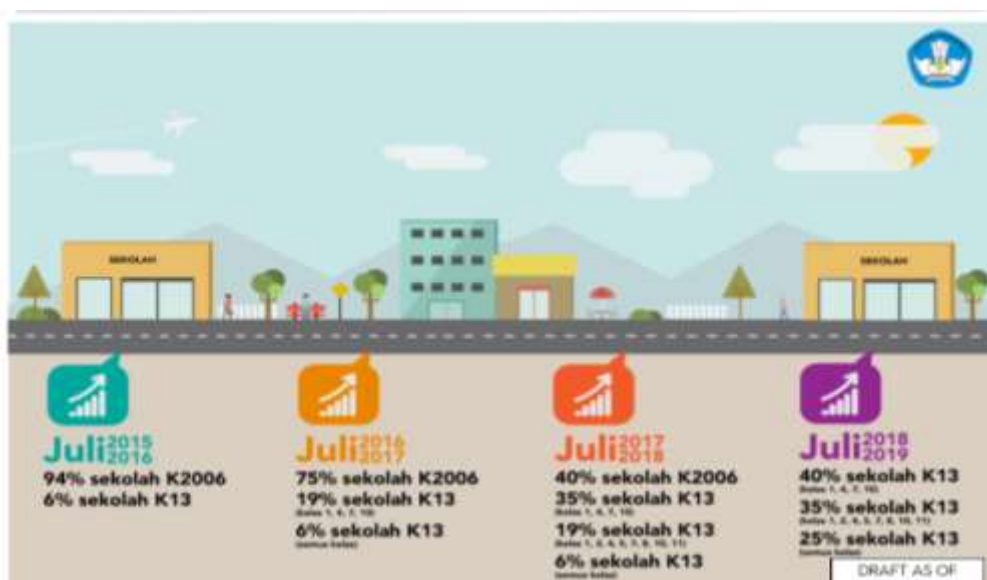


Figure 2. Road Map of Impementation of Curriculum 2013

Characteristics of learning in each school (*Satuan Pendidikan*) are closely related to the Competency Standard of Graduates and Content Standard. Competency Standard of Graduates gives a conceptual framework on target of learning that should be achieved. The content standard gives a conceptual framework on the learning activity and the learning generated from the level of competence and scope of material. Based on the Competency Standard of Graduates, the target of learning includes the development of fields of attitude, knowledge, and skill elaborated for each *satuan pendidikan*. Those three fields of competencies have different achievement paths (psychological process). The attitude is obtained through activities “accepting, doing, respecting, grasping, and practicing”. Knowledge is obtained through activities “remembering, understanding, implementing, analyzing, evaluating, creating”. Skill is obtained through activities “observing, asking, trying, reasoning, presenting, and creating”. Characteristics of competencies and the difference of achievement path also influence the characteristics of the process standard. To strengthen the scientific approach, integrated thematic (thematic among subjects) and thematic (in a subject) discovery/inquiry learning needs to be implemented. To push the competence of students to obtain contextual work/project, either individual or group so it is recommended to use the approach of learning that obtain the project that is relied on problem-solving (*project based learning*).

The curriculum used at the moment especially in Primary School (SD) is Curriculum 2013 that operationally is School-based Curriculum (KTSP). The curriculum should be developed by every school in line with the specialty of school by keep referring to regulations of development of curriculum that had been determined by the government, in this case, Ministry of Education and Culture (UU No. 5 Tahun 2005 Tentang Guru Dan Dosen, 2005)

In 2016, *Kemendikbud* established some of Education and Culture Minister Regulation (*Permendikbud*) related to the implementation of Curriculum 2013 namely (1) *Permendikbud* Number 20 of 2016 on Competency Standard of Graduates that abrogate *Permendikbud* Number 54 of 2013; (2) *Permendikbud* Number 21 of 2016 on Content Standard that abrogates *Permendikbud* Number 64 of 2013; (3) *Permendikbud* Number 22 of 2016 on the Process Standard that abrogates *Permendikbud* Number 65 of 2013; (4) *Permendikbud* Number 23 of 2016 on Standard of Assessment that abrogate *Permendikbud* Number 66 of 2013 and *Permendikbud* Number 104 of 2014; and (5) *Permendikbud* Number 24 of 2016 on Core Competence and Basic Competence that abrogate *Permendikbud* Number 57, 58, 59, and 60 of 2014. Those policies are the minimum standard of implementation of education in primary education and secondary schools that should be mastered by the school in this case namely school superintendent, headmaster, and teachers.

Curriculum that should be developed by every school consisting of document 1 KTSP and document 2 in the form of Syllabus and Lesson Plan (RPP). The development of curriculum should refer to the minimum standard in the form of those minister regulations that are mentioned previously. The first and important thing that should be mastered by the teachers before developing the curriculum is about Competency Standard of Graduates (SKL). SKL is the criteria of qualification of the competence of graduate including dimensions of attitude, knowledge, and skill. These are SKL for primary education.

a. Attitude

Having behavior that reflects the attitude of (1) having faith and devoted to Almighty God; (2) having good character, honest, care, responsible, real learning lifelong, and (3) being healthy physically and psychologically in line with the development of a child in the environments of family, school, society, and the surrounding natural environment, nation and state.

b. Knowledge

Having factual, conceptual, procedural, and metacognitive knowledge in the primary level is related to knowledge, technology, art, and culture and being able to relate those knowledge in the context of themselves, family, school, society, and surrounding natural environment, nation, and state.

c. Skill

Having the skill of thinking and doing creatively, productively, critically, autonomously, collaboratively, and communicatively through a scientific approach in line with the stage of child development that is relevant to the assignment given.

Focus in this article discusses the indicator of effective communication. The indicator of communicating effectively, emphatically, and politely with the students is at score 49,39. Understanding communication effectively under the national standard at 55,00 is affected by some aspects such as in the following,

1. Clarity

What is meant by communication with the students is that the teacher should use language and pack the information classically, so it is easy to accept and understand by the students.

2. Appropriateness

Appropriateness or this accuracy includes the use of good language and the truth of information delivered. In the communication with the students, the teacher should use good and appropriate language and the information delivered should also be true.

3. Context

Context or usually called situation is that the language and information delivered should be in accordance with the condition and environment in which communication happens. Teacher in communicating with students needs to consider the faced condition and situation.

4. Plot

Language and information that will be presented by the teacher in communicating with the students should be presented with a systematics plot or clear systematics, so the party that accepts the information is the quick-response students.

5. Culture

This aspect does not merely include language and information, but it is also related to the manner and ethics, which means that in communicating with the students the teacher should adapt to the students' culture, either in using verbal or in using nonverbal, so it does not make a misperception (Lestari & Maliki, 2006)

The aspect of communicating effectively is also related to the skill of scrutinizing. The teacher in communicating with the students is influenced by the level of skill of scrutinizing that is seen from the productive language skills (speaking and writing). The process of learning cannot be separated from communication, but the data mentioned shows the selection of communication forms. Communicating with

itself with the purposes of thinking, reasoning, analyzing, and contemplating is frequently called **interpersonal communication**. That communication is frequently called interpersonal communication. Communication, in this case, is frequently implemented in the activities of preparing and designing the learning. Communication between two people or in a small group and needs immediate feedback, or it is frequently called **communication between personals**. Communication is frequently implemented in the process of group learning (*cooperative learning*) and interaction process of guidance with the special-needs kids and communicating with parents/guardians of students. Classroom teacher that uses the learning method of lecturing frequently uses **group communication** form. Communication that is frequently used by the teacher is also **mass communication**, which is communication in digital or technology or usually called communication in social media. Communication in this form is the communication which is popular even now is being the communication which is considered by all parties. Therefore, effective communication is mastered by the teacher because besides it is the development for students in the learning, it is also the developer for the teacher itself.

Result of FGD on the teacher's competence of effective communication with some stakeholders of Universitas Terbuka and Education Agency (*Dinas Pendidikan*) of Palembang, and some experts, are as follows,

(1) It needs a program from the related party such as *Dinas Pendidikan* of Palembang or even The Ministry of Education and Culture for specific and focuses and training the teacher to communicate effectively with the students. (2) Many action research that aims to increase teacher's effective communication. (3) It needs pocketbook/ supplementary book that is easy to understand by teachers with communication theory including indicators of pedagogical competence, such as, the importance of communication with the students, Competence, and performance of the teacher in communicating with the students, Communication with the students in education, Effective communication with the students, Strategy of effective communication with the students (Knowing the target of communication, Selecting media of communication, Reviewing the purpose of communication message, The role of the teacher as communicator in communicating with the students) (4) Obstacle of communicating with the students in education (5) Strategy of learning that can build communication and cooperation among the students (6) Communicating with the students in the learning as an educative interaction

Educative communication is an interaction that consciously puts the purpose to change the behavior and action of someone. This interaction in the world is called educative interaction, (Irwantoro & Suryana, 2016) Concept educative interaction shows the term of the teacher on one side and the student on another side. Both are in educative interaction with the different positions, duties, and responsibilities, but together achieve the objectives. A teacher is responsible for bringing the students into maturity by giving some knowledge and guiding them, while the students try to achieve that objective with assistance and guidance from the teacher. The process of educative interaction is a process containing norms. Those norms/ values are transferred by the teacher to the students. Educative interaction is a connector between knowledge and act that brings the behavior in line with knowledge accepted by the students.

Communication with the students in process of education/learning cannot be separated from the obstacle that reduces the effectiveness of delivering the message. The result of FGD decides three obstacles namely,

1. Obstacle from the process of communication.

Obstacle from the teacher as the sender of information, for example, unclear information is delivered because of influence of emotional situation, so that it influences motivation, which is motivating the teacher to act based on the desire, need or interest. The obstacle in coding or symbol can happen because the language used by the teacher is unclear so it has meaning more than one. The symbol used by the teacher and students is not the same or the language used by the teacher is too difficult. The obstacle from the receiver of information, for example, the students get little attention, not in the condition that is ready to pay attention or receive the information.

2. Physical obstacles

Physical obstacles that disturb effective communication in the process of learning are health problems and the problem of communication tools.

3. Semantic obstacle

Semantic obstacle happens because the words or sentences used by the teacher in communicating with the students have two meanings /different, unclear, or convoluted so the students face difficulty in understanding and receiving content or meaning of those statements.

4. Psychological obstacle

The psychological obstacle can be in the form of the psychological condition of students who are stress or having confusion or having a problem so they are difficult to communicate, even they who have negative assumption to the teacher/students can also become the obstacle in communication.

Table 3

Result of observation to the students who are also as teachers in Palembang

Problems found	Explanation	What to do
The aim/objective that will be communicated	Giving admission, guidance, or improvement, so the students could be in a better way	Doing habituation of determining the objective in communication by writing the points of talk.
The way of communication	The way of communicating a message of the learning done by the teachers to the students determines the quality and expected result of communication. Therefore, the good intention of communication from the teachers should also be communicated appropriately by the teachers so that good intention can be accepted by the students properly. Good intention is not certainly accepted properly, depending on the way of communication.	Mastering some ways/ method of communication, with the variety of mastering method of communication that there are also many alternatives of the way of handling students in the learning activity.
The intention can be accepted	The intention communicated by the teacher in the process of learning will be able to be accepted by the students if the teacher communicates the intention with the appropriate way. On the contrary, the intention will not be accepted by the students if the way of communication done by the teachers inappropriate.	Teachers need principles: 1. The readiness and motivation 2. The tool to attract the attention 3. Active participation of the students 4. Repetition 5. Feedback 6. Avoid the irrelevant materials

From the data mentioned previously the researcher in doing analysis needs the characteristics of effective communication especially in the world of education/ teaching, these are some characteristics that differ communication in education and others,

1. Interaction has objectives

The objectives are to help the students in a certain development, being aware of the objectives by placing the students as the center of attention, and other elements are as introduction or supporter.

2. Having planned procedure to achieve the objectives

To achieve the objectives optimally, the teacher needs a procedure or systematic and relevant steps (using steps in the model of learning).

3. Interaction by designing special material

Material should be designed properly so it is compatible to achieve the objectives.

4. Indicated by student's activity

Interaction of students becomes the center, so the student's activity is an absolute requirement for the occurrence of interaction educatively. Student's activity in physical or mental aspects is the compatibility with the concept of active learning.

5. The teacher as advisor

The teacher as the advisor should try to enliven and give motivation so the conducive educative interaction process. Teachers should be ready as the mediator in any situation of educative interaction processes, so the teachers are the figure whose behavior will be seen and followed by the students.

6. Interaction needs discipline

Discipline in educative interaction is a pattern of behavior ruled based on the provisions that have been obeyed consciously by teachers and students. Concrete mechanism from the obedience in the provisions or rules will be seen from the application of the procedure.

7. Having limit of time

To achieve the certain objectives of learning in a grouping system (students' group), the limit of time becomes one of the characteristics that cannot be omitted. Every objective will be given a certain time when that objective should have been achieved.

8. In the end of evaluation

Educative communication needs to evaluate to know the level of objective achievement and to be able to improve procedure in further communication (Lestari & Maliki, 2006)

Communication cannot be separated from the teachers and students, teachers are the mature individual who will guide and understand students (individuals who have not reached maturity) with any aspect of their characteristics. Good teachers should understand the characteristics of students in order to be succeeded doing their role of learning. Teachers in process of learning will find the students that are difficult in communicating with the world their surrounding, loving to seclude, and tends to close themselves. Hence, the teachers should plan the process of learning in line with the student's condition and personality, certainly through classroom action research as a unity in learning and pedagogical competence.

The improvement effort on the students by preparing the program of learning in line with the need and the current development will be done by Universitas Terbuka, result of this research will be as a consideration of policy in the process of learning especially for Study Program of Primary School Teacher Education. It is in line with the research result of intellectual competence that the students frequently become critical in order to be able to be the controller of social life surround them. Any critics, suggestions, and solutions are delivered to solve problems in the societies (Zubair et al., 2018)

CONCLUSIONS

The level of pedagogical competence such as communicating effectively, emphatically, and politely with the students of Primary School Teacher Education of UT Palembang is under the standard of mean determined by *Kemendikbud*. Communication that happened right now is the communication of transferring the knowledge only. Effective communication in process of learning is generally different from communication, not only delivering the message or information but the effective communication in perspective of education (educative communication) should transfer the knowledge and good moral. It needs cooperation with the related party on the urgency of student's training of educative effective communication and needs an implicative supplementary book that can assist the teachers in optimizing the competence of communicating effectively to the students.

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